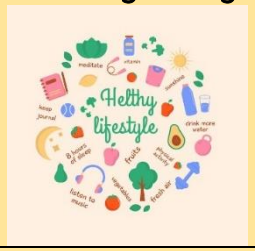
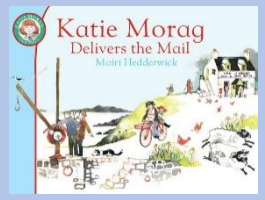
St. Thomas's C.E. Primary School Year Two Long Term Plan: 2025 – 2026

	Autumn	Spring	Summer
Theme	Fire! 	Healthy Living 	Superheroes Today and in the Past 
Hook	Let's be Detectives	Have a healthy day in school!	Dress as a superhero for the day!
Enrichment	Fire Engine Visit	Visit from a fitness coach	Fire Museum
Showcase	Nativity Performance KS1 Christmas Sing-a-long	iMovie – Animals Including Humans	Learning showcase – The Great Fire of London

	Autumn		Spring		Summer	
Reading		**Author of the Term:** Julia Donaldson		**Author of the Term:** Mairi Hedderwick		**Author of the Term:** Mini Grey
	The Enormous Crocodile Pumpkin Soup The Magic Box		Katie Morag Delivers the Mail Poetry – Midnight Feast Dave and the Tooth Fairy		Traction Man Cress Diary Shape Poems Vlad and The Great Fire of London	

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	Reading objectives taught throughout the year	
	Word Reading Pupils will be taught to: • continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent • read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes • read accurately words of two or more syllables that contain the same graphemes as above • read words containing common suffixes • read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered • read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation • re-read these books to build up their fluency and confidence in word reading.	**Comprehension** Pupils will be taught to: Develop pleasure in reading, motivation to read, vocabulary and understanding by: • listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently • discussing the sequence of events in books and how items of information are related • becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • being introduced to non-fiction books that are structured in different ways • recognising simple recurring literary language in stories and poetry • discussing and clarifying the meanings of words, linking new meanings to known vocabulary • discussing their favourite words and phrases • continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear Understand both the books that they can already read accurately and fluently and those that they listen to by: • drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read and correcting inaccurate reading • making inferences on the basis of what is being said and done • answering and asking questions • predicting what might happen on the basis of what has been read so far • participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say • explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

St. Thomas's C.E. Primary School Year Two Long Term Plan: 2025 – 2026

Writing	**Writing to Inform** • 'Wanted' poster • Instruction Writing • Question writing (hot seat) • Recount **Writing to Entertain** • Sentence writing • Sequencing • Story writing • Write a repetitive poem with adjectives	**Writing to Inform** • Letter writing • Question writing (hot seating) **Writing to Entertain** • Sentence writing • Sequencing • Story writing • Character profile • Rhyming poem Children will start to learn joined up handwriting	**Writing to Inform** • Recount • Newspaper report • Question writing • Book review • Diary writing • Making links between two books **Writing to Entertain** • Sentence writing • Story writing • Shape poem
Grammar and Punctuation	**Writing to Inform** • Use capital letters, finger spaces, full stops and question marks • Use noun phrases to add detail to description • Use past and present verbs to describe when something happens • Write sentences using co-ordinating conjunctions (and, or, but) • Write sentences using subordinating conjunctions (when, if, that, because) • Use time adverbials	**Writing to Inform** • Use capital letters, finger spaces, full stops, question marks and • Use noun phrases to add detail to description • Use past and present verbs to describe when something happens • Use commas in a list • Write sentences using co-ordinating conjunctions (and, or, but) • Write sentences using subordinating conjunctions (when, if, that, because)	**Writing to Inform** • Use capital letters, finger spaces, full stops, question marks and • Use noun phrases to add detail to description • Use past and present verbs to describe when something happens • Use commas in a list • Use possessive apostrophes to mark singular possession (Emily's bag) • Write sentences using co-ordinating conjunctions (and, or, but) • Write sentences using subordinating conjunctions (when, if, that, because)

	Writing to Entertain • Use capital letters, full stops and finger spaces • Use a capital letter for the first person 'I' • Use noun phrases to add detail to description • Use progressive form for verbs	**Writing to Entertain** • Use a capital letter for the first person 'I' • Use capital letters, full stops, finger spaces and exclamation marks • Use noun phrases to add detail to description • Use progressive form for verbs • Write sentences using co-ordinating conjunctions (and, or, but) • Write sentences using subordinating conjunctions (when, if, that, because)	**Writing to Entertain** • Use a capital letter for the first person 'I' • Use capital letters, full stops, finger spaces and exclamation marks • Use noun phrases to add detail to description • Use progressive form for verbs • Use apostrophes in contractions (I'll) • Select and consistently use past or present tense
Spelling	Included within the spellings each week is a selection of words containing the new spelling rule for that week accompanied by common exception words which consolidate those from Year One or new Year Two words		

St. Thomas's C.E. Primary School Year Two Long Term Plan: 2025 – 2026

	Revisit of Year One spelling rules which include: • Add s or es to change to a plural (dogs, foxes) • Add ing to change to present tense (playing) • Add ed to change to the past tense (walked) • Add er to change into a comparative adjective (small – smaller) • Add est to change into a superlative (small – smallest) • Add the prefix un (unkind) • Compound words (sandpit) **Introduction of Year 2 Spelling Rules** Add es to make it plural, change y to an i (lady – ladies)		**Year Two Spelling Rules** • Add ed when ending in a y (play – played) • Change the y for an i, add ed (carry – carried) • Change the y for an i, add er to change to a comparative adjective (silly - sillier) • Change the y for an i, add est to change to a superlative (cheeky – cheekiest) • Drop the e and add ed to change to a verb (bake – baked) • Drop the e and add ing to change to present tense (care – caring) • Drop the e and add y to change to ad adjective (slime – slimy) • Drop the e and add er to change to a comparative adjective (cute – cuter) • Drop the e and add est to change to a superlative (brave – bravest) • Double the consonant and add ed to change to present tense (chop – chopped) • Double the consonant and add ing to change to present tense (skip – skipping) • Double the consonant and add y to change to an adjective (star – starry)		**Year Two Spelling Rules** • Double the consonant and add er (plan – planner) • Double the consonant and add est (saddest) • Add the suffixes -less, (homeless), -ness (kindness), -ment (payment), -ful (playful), – ly (quickly) • Choose to use le, el, al, il (table, label, medal, pencil) • Choose to use dge/ge, or/aw/au/ore/al,ar, zh (badge, fort, hawk, haunt, sore, ball, warm, treasure) • -tion (fiction) • Contractions (I'll) • Possessive apostrophes (Emily's) • Homophones (see/sea)	
Maths	Number and Place Value (4 weeks) Addition and Subtraction (5 weeks) Shape (2 weeks)		Money (2 weeks) Multiplication and Division (4 weeks) Length and Height (1 week) Mass, Capacity and Temperature (2 weeks)		Fractions (3 weeks) Time (3 weeks) Statistics (2 weeks) Position and Direction (2 weeks) Consolidation of Learning (2 weeks)	
RE	**Unit 2.1 - The Bible**	**Unit 2.2 - Christmas**	**Unit 2.3 - Jesus is a friend to everyone**	**Unit 2.4 - Easter**	**Unit 2.5 – The Church**	**Unit 2.6 - Ascension and**

St. Thomas's C.E. Primary School Year Two Long Term Plan: 2025 – 2026

	Why is the Bible such a special book? Do people of all world faiths have holy books? **Islam**	Why was the birth of Jesus such good news?	Why did Jesus welcome everyone?	How do symbols help us to understand the story of Easter?	Why is the church a special place for Christians? Why are holy buildings important to people of all faith? **Judaism**	**Pentecost** What happened at the Ascension and Pentecost?
Christian Value	Friendship	Love	Generosity	Courage	Perseverance	Truthfulness
Science	Uses of Everyday Materials		Animals Inc Humans		Plants (Cress Diary)	Living Things and their Habitats
	Working Scientifically Taught Throughout the Year Asking simple questions and recognising they can be answered in different ways Observing closely, using special equipment Performing simple tests Identify and classifying Using their observation and ideas to suggest answers to questions Gathering and recording data to help in answering questions.					
Computing	What is a computer?		Algorithms and Debugging		Online Safety	
History					Our Town - Ashton-in-Makerfield	

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St. Thomas's C.E. Primary School Year Two Long Term Plan: 2025 – 2026

	Great Fire of London Events beyond living memory that are significant nationally or globally		**Our Town - Ashton-in-Makerfield** Significant historical events, people and places in their own locality		Significant historical events, people and places in their own locality **Revisit – Great Fire of London** Events beyond living memory	
Geography	**Human and Physical features – Local Area Study** **Compare a small part of the UK to a non-European location – London and Nairobi**		**Compare a small part of the UK to a non-European location – London and Nairobi** **Fieldwork and map skills**		**Fieldwork and map skills** **Compare a different non-European location to our locality - Amazon Rainforest**	
Art	**Drawing** Beth Krommes	**Painting** Wassily Kandinsky	**Printmaking** William Morris	**Textiles and Collage** Katie Vernon	**3D Block** John Kindness	**Creative Response**
DT	**Understanding Materials** Arthur Wellesey		**Food and Nutrition** Tortilla Quiche		**Structures** Dame Zaha Mohammad Hadid	
PE	**Dance**	**Gymnastics**	**Mindfulness**	**Fitness**	**Athletics**	**Team Building**
	Target Games	**Ball Skills**	**Sending and Receiving**	**Invasion Games**	**Striking and Fielding Games**	**Net and Wall Games**

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Music	Tony Chestnut Carnival of Animals Nativity Practice		Grandma Rap Trains		Charlie Chaplin Swing-a-long with Shostakovich Tanczymy labada	
PSHE	**Me and My Relationships** Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	**Valuing Difference** Being kind and helping others Celebrating difference People who help us Listening Skills	**Keeping Safe** Safe and unsafe secrets Appropriate touch Medicine safety	**Rights and Respect** Cooperation Self-regulation Online safety Looking after money – saving and spending	**Being my Best** Growth Mindset Looking after my body Hygiene and health Exercise and sleep	**Growing and Changing** Life cycles Dealing with loss Being supportive Growing and changing Privacy